



Teacher's Packet

Contact Information

Wickliffe Mounds State Historic Site
PO Box 155
94 Green Street
Wickliffe KY 42087
270-335-3681
wickliffemounds@ky.gov

Located on highway 51-60-62 in Ballard County, Kentucky

Visit our website at www.parks.ky.gov

Date of visit: _____
Time of program: _____
Type of program: _____

Fees: Students \$ _____
Teachers \$ _____
Other Adults \$ _____

Payable to Wickliffe Mounds in one lump sum, please





KENTUCKY STATE PARKS

Wickliffe Mounds State Historic Site

94 Green Street, PO Box 155, Hwy 51-60-62 West

Wickliffe, Ballard County, Kentucky 42087

270-335-3681

Dear Teachers:

We would like to take this opportunity to thank you for your interest in Wickliffe Mounds State Historic Site. Wickliffe Mounds provides the experience of seeing first-hand an archaeological site of a Native American village of the Mississippian culture, the excavated mounds, features and artifacts. Students can gain an appreciation for preserving the past while learning about the science of archaeology, the fascinating history of the site and the culture of Native Americans who once lived in this thriving village, located on a bluff overlooking the Mississippi river.

A tour of Wickliffe Mounds meets many of the Core Content for Assessment guidelines in the Social Science and Arts and Humanities requirements.

Before your visit to Wickliffe Mounds, we'd like to provide you with some information about our site. We believe it will help you and your students prepare for the tour. The enclosed information sheets cover additional details of your visit, and a definition list of vocabulary words your students may hear or read about while on tour. Please share this information with other educators.

The Wickliffe Mounds site was occupied between A.D. 1100 - 1350 by people of the Mississippian Culture. These Native Americans, or *Indians*, occupied nearly the entire Mississippi River Valley from Wisconsin to the Gulf of Mexico. In many cases, Mississippians were the last prehistoric people to live in these areas.

Mississippian people were primarily farmers, which is one reason most sites are found along the fertile flood plains of rivers and creeks. Major crops included corn, sunflowers and squash. The Wickliffe Mounds site is relatively small compared to other Mississippian sites. Its peak population was about 300 people. Larger sites, such as the Cahokia Mounds, may have had populations ranging as high as 35,000. Platform, flat-topped mounds were built to elevate important buildings, elite families and were used for ceremonial functions. They made shell-tempered pottery in a variety of shapes and functions and stone tools were distinctive as well. They lived in permanent style houses made of wattle and daub with thatch roofs. Exhibits in the museum showcase hundreds of artifacts found from the site since it was first excavated in the 1930s.

Today, Wickliffe Mounds is operated by the Kentucky Department of Parks. The exhibits and presentations focus on the interpretation of the prehistoric Mississippian culture, the scientific discipline of archaeology, the study of Native Americans and the history of this unique archaeological site and its collections. Wickliffe Mounds is listed on the National Register of Historic Places and designated as a Kentucky Archaeological Landmark.

If you have any additional questions or if we can help you in any way, please feel free to call us. Thank you for choosing Wickliffe Mounds State Historic Site and we look forward to your visit.

Sincerely,

Carla Hildebrand
Park Manager





Wickliffe Mounds State Historic Site

94 Green Street, PO Box 155, Hwy 51-60-62 West

Wickliffe, Ballard County, Kentucky 42087

270-335-3681



**Attention
Teachers
Scout Leaders
Homeschoolers**



Wickliffe Mounds offers a variety of educational opportunities and fun learning experiences for students of all ages.

Wickliffe Mounds is an archaeological site and museum of a prehistoric Native American village of the Mississippian culture. The Mississippian Native Americans occupied the site from 1100-1350 C.E. (A.D.) They built platform style mounds used for ceremonies and high ranking officials, other mounds were used as burial sites, they lived in permanent villages with houses made of mud and thatch, mounds and houses were built around a central plaza, they relied heavily upon corn as the staple of their diet, they utilized riverine resources for fishing, fertile soil, hunting and travel, they participated in a vast trade network, and had a complex society. The site was first excavated in the 1930's. Listed on the National Register of Historic Places and is a Kentucky Archaeological Landmark, the museum exhibits interpret the Mississippian culture, the science of archaeology and the history of the park.

Tours: Tours can be self-guided and Teachers are provided with a guide sheet containing important points of interest. Guided tours are subject to staff availability and themes can be focused upon archaeology, primitive technology, Mississippian culture and the history of the park. A Hands-On Touch Table Exhibit is available year-round and includes Native American tools and technology, items from their environment, samples of pottery and stone, and mortar and pestle for grinding corn. A Woods Walk Trail, an Archaeology Walking Tour, a Museum Gift Shop and a Picnic Area are also available.

Admission Fee: Self-guided tours are \$2.00 per person for students, teachers and chaperones. Please call us for guided tours and education program fees.

A tour of Wickliffe Mounds incorporates Kentucky's Core Content/KERA

GROUP RATES AND TOURS REQUIRE ADVANCE APPOINTMENT.
GIVE US A CALL AND SET UP YOUR TOUR!





Teachers: Take a Tour Through Time!



On a one-day educational field trip adventure, visit 2 of Kentucky's historic state parks along the Mississippi river where tours can provide a glimpse of the past and discover:

- Civil War history at Columbus-Belmont State Park
- Native American prehistory at Wickliffe Mounds State Historic Site

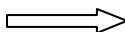
Columbus-Belmont State Park

Located on the Mississippi river, Columbus-Belmont recalls the 1861 Battle of Belmont and the fight to control the waterway. Confederates established a camp here and heavily fortified the area. Union General Grant forced the evacuation of the Confederates in 1862. Today, you can still see the massive chain and anchor used by the South to block passage of the Union gunboats. The farmhouse that served as the Civil War hospital is now a museum.

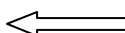


Don't Miss Civil War Days Held the second weekend in October. The weekend includes battle reenactments, living history, encampments. Friday is Education Day with Reenactors and Interpretive Demonstrations. Special Museum Rate .50 per student (Friday only).

Columbus-Belmont
on HWY 123/80/58
Columbus KY



***Only
20 Miles***



Wickliffe Mounds
on HWY 51/60/62
Wickliffe KY

Wickliffe Mounds State Historic Site

Located along the Mississippi river, Wickliffe Mounds is the archaeological site of a prehistoric Native American village of the Mississippian mound-builders. From 1100-1350 A.D., Mississippians built a complex settlement with houses, a ceremonial mound, a central plaza, a chief's mound and a cemetery. The museum displays the excavations from the 1930's, the science of archaeology, artifacts such as pottery and stone tools from the site and social organization of Mississippians.



Don't Miss Native American Education Day Held the first Friday in November. Celebrate November is Native American Heritage Month with cultural demonstrations at Wickliffe Mounds. Special Admission Rate \$ 1 per person.

Tours of the Museums and Parks are One Hour Each

Tours incorporate KY Core Content for Assessment

**Picnic Shelter at Columbus-Belmont
Picnic Area at Wickliffe Mounds**

School Tour Fees:

Columbus-Belmont Museum \$1.50 adults, \$1.00 students

Wickliffe Mounds Museum and Archaeological Site
Self-guided tours: \$2.00 each
for students, Teachers and chaperones

**CONTACT -- To schedule a tour call:
Wickliffe Mounds at 270-335-3681
Columbus-Belmont at 270-677-2327**

www.parks.ky.gov





Details for your visit to Wickliffe Mounds

Previsit Activities - Prepare your students for a visit to Wickliffe Mounds by using the activity sheets and reading the background information. Please share the enclosed materials with other teachers who are coming to the site as part of your group so they can prepare their students also.

Proper Dress - Have students wear appropriate comfortable clothing and shoes, dress for the weather with coats, gloves, rain gear, etc. During the tour, you will be walking between the museum buildings; and the buildings are not climate controlled (no heat or A/C). Please note that special activities and demonstrations take place outdoors. Dresses and nice clothes are NOT appropriate. This is an archaeological park--with dirt, bugs, heat, rain, cold, etc...Use bug repellent if needed.

Parking - You may unload bus or cars in the upper parking lot of the site. The bus will need to park in the lower lot, which will allow adequate room to maneuver when leaving.

Payment of Admission Fees - Admission fees must be paid the day of your visit and are designated when you schedule your tour. It is preferable that payment be made in one lump sum, this prevents each student from having to pay individually. Please designate one person to check-in at the office and coordinate the payment of fees at the admission desk. We need to know the exact number of students, teachers and chaperones in your group. Please make checks payable to Wickliffe Mounds State Historic Site.

Restrooms - We have a small number of restrooms. If necessary to utilize the facilities before the tour, please allow additional time so that tours will not be cut short.

Lunch - Food and Drinks are prohibited in the Museum. We have picnic areas available for students to eat lunch.

Photography - Photography is not allowed inside the museum, but okay outside.

Museum Gift Shop - Your class is welcome to visit the gift shop during your visit and many items are in the \$2.00 to \$10.00 price range. Gift Shop is small, so 5 students at a time, please.

Chaperones - Be sure your chaperones know what their responsibilities are:

Maintain order with their group; Provide learning assistance to students; Be willing to step in and help with an activity; Refrain from talking among chaperones that is disruptive to the tour.

Smoking - is not allowed in the museum or museum grounds.

Student Expectations - Your students are here for a fun *learning* experience.

Please WALK everywhere--no running or horseplay; Stay together as a group and follow your guide, do not wander off; Please, no gum, candy, eating or drinking in the museum buildings; Don't litter--deposit trash in a trash can; Students should keep hands to themselves, no touching exhibits except on the Hands-On Activity Area.

We appreciate that you have chosen Wickliffe Mounds for your classroom field trip!

DIRECT QUESTIONS TO: Carla Hildebrand, Park Manager, at (270) 335-3681

Wickliffe Mounds State Historic Site • PO Box 155 • Wickliffe, KY 42087



Vocabulary Words and Terms you might hear on a visit to Wickliffe Mounds

Anthropology - The study of humans, encompassing all aspects of humans in the past and present, such as cultures, artifacts, languages and human remains. Archaeology is a subfield of anthropology.

Archaeology – A scientific method for the study, recovery and reconstruction of people who lived in the past by analyzing their material remains: the stuff left behind such as pottery, stone tools, trash deposits, human burials and mounds.

Artifact - Anything made, used or altered by humans.

Burial - An archaeological feature including a human grave and its contents.

Ceramics - Any object formed from clay and fired at a high temperature: **pottery**.

Chert - Brittle rock in the same class as flint that is used to make stone tools: **flintknapping**; high quality stone used because of its ability to flake rather than fracture.

Chronology - Arrangement of events in the order in which they occurred.

Context - The relationship artifacts and features have to each other and the situation in which they are found.

Culture - Learned behavior, shared habits and customs of a group of people; the way in which groups of humans live, think, act, create and manufacture tools and products; groups of people who share similar customs in a particular time and place.

Deposit - Accumulation of sediments by either physical or chemical processes such as wind, water, ice, or gravity, or from human activity such as moundbuilding. Deposits in sequence make up stratigraphy.

Effigy - Artifact made to look like the image of a person or animal.

Excavation - The careful removal of layers of soil (dirt) at an archaeological site: **digging**.

Feature - Evidence of human activity, visible in the ground, such as garbage pits, post-holes, or wall trenches. A non-portable artifact.

Gorget - An adornment of stone, shell or copper of various shapes or engravings worn on the chest or neck suspended by a cord through drilled holes.

Grid - A system of squares (usually 1 or 2 meters) used in laying out a map and reference points for recording features and artifacts when surveying and excavating a site.

In-Situ - A term referring to the original place of deposit of an artifact.

Lithic - Stone, rock, anything made out of stone such as points, hoes, knives, etc.

Midden – Refuse that builds up over time (trash, garbage).

Mississippian - The name of prehistoric Native American people and their culture who lived throughout the Mississippi River Valley. They were farmers and their main crop was corn, built platform mounds, made shell-tempered pottery, lived in permanent villages and houses, used natural resources from river environments, participated in vast trade networks and had chiefdom level societies.

Mounds - Hills of dirt made by humans and built for a variety of reasons, of different shapes and sizes. Usually built with basket loads of dirt. Mississippians built platform style mounds to elevate important public buildings and chiefs.

Posthole – A feature that represents the remains of a wooden post sunk into the ground, usually to support house walls, roof.

Prehistoric - Time in the past before writing. In North America, it's the time before Columbus.

Primitive technology - The means by which ancient peoples made and used tools, houses, weapons, clothes and gathered-hunted-prepared food.

Projectile point - Point used to tip spears, darts, and arrows. Could be made from stone, bone, or antler.

Radiocarbon dating - Method of dating organic (once-living) materials by measuring the surviving proportions of radioactive elements (carbon-14) in the object.

Sherd - Piece of broken pottery, broken pieces of ceramics.

Site - Any place that shows evidence of past human activity.

Stratigraphy – Layers of soil; the superposition of archaeological deposits one upon another. The relationship indicated by stratigraphy provides a relative system of dating archaeological materials and is important in establishing cultural sequence in an area. Those deposits or levels that are deeper in the ground are said to be older than deposits that are closer to the surface.

Subsoil – Undisturbed soil found underneath an archaeological site; soil that is older than when people began to occupy a site; no sign of human activity.

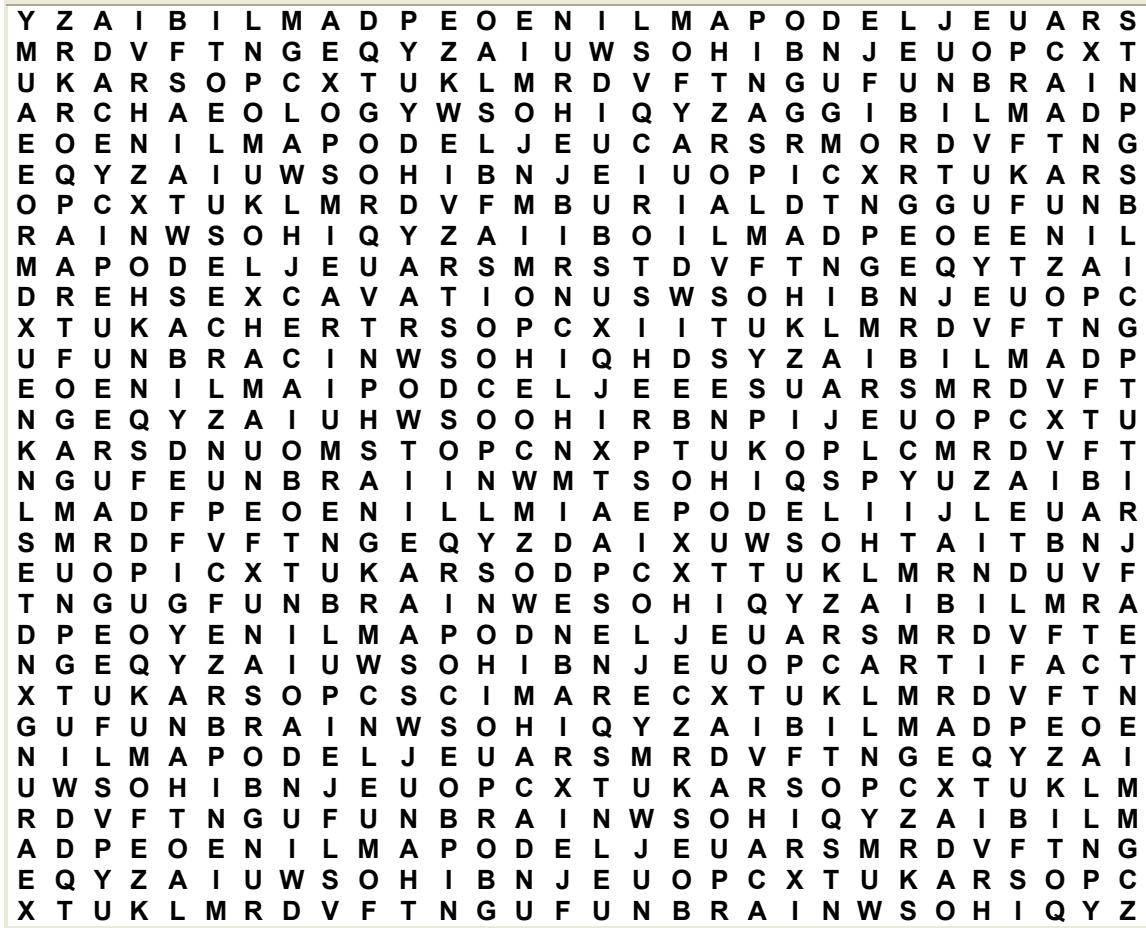
Temper - Material mixed with clay to strengthen it. Mississippians used crushed mussel shell as temper.

Wattle & Daub – Mississippian house construction. Wattle: framework of vertical posts woven together with cane, branches, bark, or vines. Daub: clay mud mixed with grass that is smoothed onto a framework wall similar to plaster.

Wickliffe - Site of a prehistoric Native American village in western Kentucky. Name of the town in which the archaeological site is located: **Wickliffe Mounds**.



Wickliffe Mounds Word Search



HIDDEN WORDS

ARCHAEOLOGY	EXCAVATION
ARTIFACT	GORGET
BURIAL	GRID
CERAMICS	LITHIC
CHERT	MIDDEN
CONTEXT	MISSISSIPPIAN
CULTURE	MOUNDS
DEPOSIT	PREHISTORIC
EFFIGY	SHERD



Taking a Tour of Wickliffe Mounds – Information for Teachers

- Upon arrival, Teachers should coordinate payment of admission fees with the front desk in the Welcome Center.
- A Teachers Guide Sheet will be issued and contains information about each exhibit area to share with your students.
- Students can form a group at the side gate of Welcome Center where teachers (or park staff if available) will introduce the history of Wickliffe Mounds. This takes about 5 minutes.
- If you are bringing more than one classroom of students, it is suggested to break up into groups and rotate classes between the museum buildings, like a round-robin type of sequence, in 20 to 30 minute increments, depending on how much time you have.
 - 20 minutes at least, is needed in the Lifeways Exhibit.
 - 15 minutes is needed in the Cemetery Exhibit.
 - 10 minutes at the Architecture Exhibit.
 - 10 minutes at the Ceremonial Mound.
 - This makes a one-hour tour of the site.
- Extra time can be allotted to visiting the Welcome Center which has the museum gift shop.
 - Other areas to consider:
 - Picnic Area
 - WoodsWalk Trail (a 200 yard loop of wooded area)
- Please ask park staff if you have any questions. Thank you.

Suggested Schedule for Groups of 75 students or more

Group 1

Lifeways

Architecture and Ceremonial

Cemetery

Group 2

Cemetery

Lifeways

Architecture and Ceremonial

Group 3

Architecture and Ceremonial

Cemetery

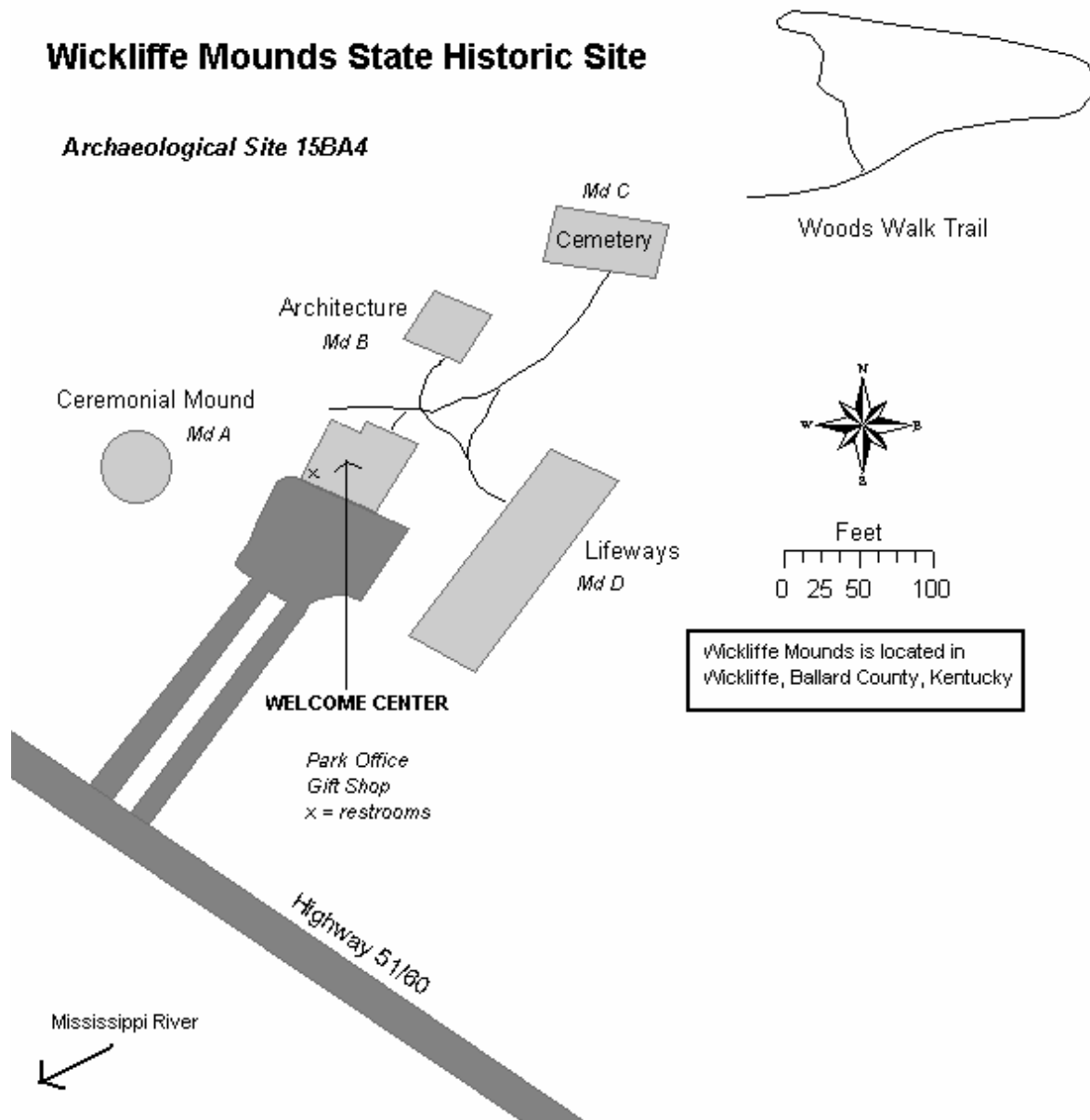
Lifeways



Tour of Wickliffe Mounds

Wickliffe Mounds State Historic Site

Archaeological Site 15BA4



Wickliffe Mounds is the location of a Native American village of the

Mississippian mound building culture. This archaeological site was first occupied by the Mississippian Native Americans from about AD 1100-1350. Around 900 years ago, Mississippian people moved up to this bluff which overlooks the Mississippi River and built a village with earthen mounds and permanent style houses and buildings all surrounding a central plaza. Mississippians were farmers and they grew corn, squash and other crops; they made pottery from clay with elaborate designs and decorations; they participated in a vast trade network up and down the rivers; they had stone tools; and they had a complex chiefdom level society. Sometime in the 1300's, they abandoned the village for reasons we are not quite sure, but researchers are working on this question.

This site was first excavated back in the 1930's when highway construction work destroyed the south end of the village. Numerous artifacts were uncovered at that time and a business man from Paducah Kentucky, Fain King, purchased the site and began excavating the mounds, opening the site as a tourist attraction. The museum exhibit buildings cover areas that were excavated in the 1930s. Each building has exhibits that explain the excavations of the 1930's, the archaeological interpretations and the Mississippian mound-building culture that once occupied this site. Over the last twenty years, scientific research has revealed important information about the archaeology and the Mississippian people here. This archaeological site is now on the National Register of Historic Places, a Kentucky Archaeological Landmark, and is operated by the Kentucky Department of PARKS.

Mississippian Culture Characteristics

Chiefdom Level of Government

A ranked society - there were chiefs, elites, and commoners. The chief had the authority to order the building of mounds and other public works, and coordinate trade networks and farming activities.

Platform Mounds

Flat topped, pyramid shaped mounds. The mounds were constructed in order to raise the important buildings and high-ranking officials above the rest of the village.

Agriculture

Mississippians were farmers. They grew corn, squash, gourds, sunflowers, and other plants. Much of the farming was done in the rich soil of river bottoms.

Large Permanent Town Centers

The Mississippians lived in permanent town centers consisting of residential sections, platform mounds, ceremonial areas, cemeteries, and a central plaza. These towns ranged in size from small villages of about 200 people to large cities with thousands of people. Houses were permanent and made of wattle and daub and thatch roof.

Shell Tempered Pottery

Mississippians added a temper to their pottery consisting of burned, crushed mussel shells. The shell was mixed with the wet clay, which made the pottery stronger so it was less likely to break when firing. Look closely at Mississippian pottery and sherds; see the white specks? That's the crushed mussel shells.

The Lifeways Building Approximately 900 years ago Wickliffe Mounds was a moderately sized Mississippian village. The area now covered by the Lifeways building was once the site of villagers' homes. These homes were part of the early village, which was clustered tightly around a central plaza. When excavations began here in the 1930s, there was a low, elongated mound here. The mound (Mound D) was built over the sites where the early houses had been. Excavations have removed almost all of Mound D. The artifacts and features you see on the floor are from the early period when this area was still village. These artifacts include pottery for storage and cooking, grinding stones, posthole patterns and animal remains. The sites of infant burials are marked with small signs, although the human remains have been removed from exhibit.

THINGS TO POINT OUT:

- 1) MURAL – the mural depicts the way of life of these Mississippian people. Note their houses and clothing styles, their day-to-day activities and family groups.
- 2) INFANT BURIAL SIGNS—the signs mark locations of infant burials. No skeletal remains are on display. Please read the text panel.
- 3) HOLES IN GROUND—post holes. Refer to Vocabulary List.
- 4) STRING—examples of our mapping system (coordinates). We map every artifact and feature in a 1 meter by 1 meter grid square. In the 1930's, they used 5 foot by 5 foot grids.
- 5) EXHIBIT CASES—View each of the cases—Farming, Hunting, Recreation, Pottery, Stone Tools.

The Cemetery Building To an archaeologist, burials are a tremendous source of information on both the cultural and the physical aspects of a people. Burials yield information such as infant mortality rates, life expectancy and the differences in mortality between men and women. Burials also provide evidence of diseases such as arthritis and tuberculosis, and of patterns of injury and diet. The human remains have been removed from display for study and reburial. Ten burials have been replicated in plastic, copying as closely as possible their original positions. A brief audio program presents the views of several Native American consultants about burials. The mound here (Mound C) was built in stages and has a very complicated stratigraphy. The burials are dated to the 1200's.

THINGS TO POINT OUT:

- 1) Read the text panels concerning: Burial Controversy -- Burial Practices -- Social Organization -- Bones A Record of Life Take the Quiz—What Do You Know?
- 2) Play the audio box of Native American voices concerning the cemetery

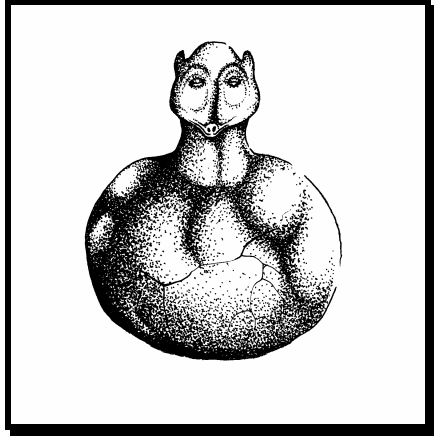
The Architecture Building The two platform mounds at Wickliffe Mounds were built in successive stages over a period of about 200 years. A cross-section of either mound would reveal a structure much like that of a layer cake. Excavations in the mound where the Architecture Building now stands (Mound B) have shown that a family lived on top of this mound. This appears to be the only residential mound on this site, and probably was the home of a chief's family. The excavations through the center of Mound B have exposed the posthole pattern of the original building on this spot, possibly the first chief's house. A corner of the house has been reconstructed to show the wattle-and-daub construction technique. The walls have been painted to show the layers in the mound as they were recorded in the 1930s.

THINGS TO POINT OUT: 1) Read the text panels: House Construction -- Household Furnishings -- Mississippian Architecture -- Platform Mounds

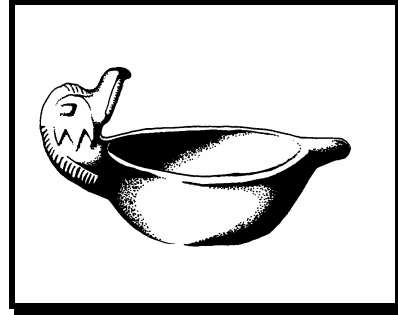
The Ceremonial Mound This is the largest mound on the site (Mound A) and was built to elevate the main ceremonial building. Excavations in the 1930s removed the center of this mound, much like in the Architecture Building, but the excavation had to be filled in to stabilize the mound. The mound was built in at least six stages. From excavations in 1932 and 1984-1985, Wickliffe Mounds archaeologists do not believe that a family ever lived on this mound. The building on top of Mound A probably served as the center of economic, political, and religious activity.

Discovery Page

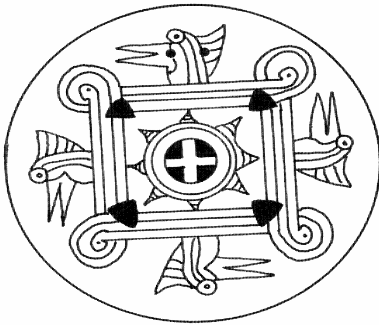
Artifacts from the Wickliffe Mounds Collection



Possum Effigy Pottery Bottle



Bird Effigy Bowl



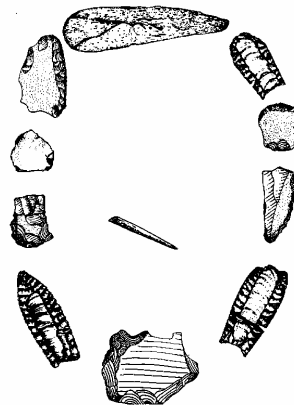
Woodpecker Shell Gorget



Owl Effigy Pottery Bottle

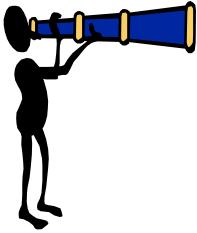


Spider Shell Gorget



Stone Tools

Name: _____



Wickliffe Mounds Adventure Hunt



What kinds of animals are in the mural (painting of the Mississippian village)?
(Hint: Lifeways Building)

What kinds of hunting tools did the Mississippians use? (Hint: Lifeways Building)



What kinds of animals are on the pottery? (Hint: Lifeways Building)



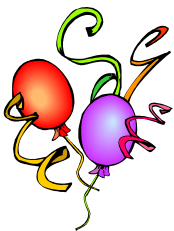
How did Mississippians get food? (Hint: Lifeways Building)

What did Mississippians eat? (Hint: Lifeways Building)



What did the Mississippians make their homes of? (Hint: Architecture Building)

What was your favorite part of Wickliffe Mounds?



Scavenger Hunt for Knowledge at Wickliffe Mounds

Lifeways Exhibit Building

Your Name: _____

Hint: Questions 1 - 10 are found in exhibit cases along the walls; Questions 11 - 20 are found on the hanging panels over the excavation.

1. Who were the Mississippian people?
2. Who claimed the Jackson Purchase area of western Kentucky and Tennessee before 1818?
3. Name the Five Civilized tribes:
1) 2) 3) 4) 5)
4. Name three types of wood identified at Wickliffe Mounds:
1) 2) 3)
5. Name five seed plants identified at Wickliffe Mounds:
1) 2) 3) 4) 5)
6. Name the favorite animals (for food) used by the Mississippian people:
1) 2) 3)
7. What game was played with large round stones? How was it played?
8. What is an effigy?
9. Name the five stages of making pottery:
1) 2) 3) 4) 5)
10. What States do the chert and flint stones found at Wickliffe Mounds come from?
11. Where were infants buried?
12. Who was responsible for most of the daily work of maintaining the household?
13. Name four household chores women would perform:
1) 2) 3) 4)
14. What is the mainstay of Mississippian life?
15. Name at least three plants grown by the Mississippian farmers:
1) 2) 3)
16. What contributions did men make to daily life?
1) 2) 3) 4)
17. What is an artifact?
18. What is a feature?
19. What is a site?
20. What is the goal of archaeology?

Lifeways (Answers)

1. Who were the Mississippian people?
The Mississippian people were the ancestors of most of the historic tribes of the Southeast
2. Who claimed the Jackson Purchase area of western Kentucky and Tennessee before 1818?
the Chickasaw
3. Name the Five Civilized tribes:
1) *Cherokee* 2) *Chickasaw* 3) *Choctaw* 4) *Creek* 5) *Seminole*
4. Name three types of wood identified at Wickliffe Mounds:
hickory, ash, elm, Kentucky coffee tree, oaks, willow, birch, cane, red cedar, maple
5. Name five seed plants identified at Wickliffe Mounds:
maize (corn), knotweed, goosefoot, maygrass, pondweed, beggartick, squash, pokeberry, persimmon, catchfly, legume, gourd, spurge, grape, maypop, nightshade
6. Name the favorite animals (for food) used by the Mississippian people:
1) *deer* 2) *turkey* 3) *raccoon*
7. What game was played with large round stones? How was it played?
Chunkey--players would roll large round stones and then throw spears to predict where the stones would fall
8. What is an effigy?
a Mississippian pot made in the shape of people, animals or gourds. Other effigies are small sculptures attached to the rims of bowls.
9. Name the five stages of making pottery:
1) *digging the clay* 2) *preparing the clay* 3) *forming the pot*
4) *drying* 5) *firing*
10. What States do the chert and flint stones found at Wickliffe Mounds come from?
Illinois, Kentucky and Tennessee
11. Where were infants buried?
Infant children were buried close to the home
12. Who was responsible for most of the daily work of maintaining the household?
Women
13. Name four household chores women would perform:
1) *gathering firewood* 2) *grinding corn* 3) *curing skins* 4) *making pottery & baskets*
14. What is the mainstay of Mississippian life?
Agriculture
15. Name at least three plants grown by the Mississippian farmers:
corn (maize), beans, squash, pumpkins, sunflowers, gourds
16. What contributions did men make to daily life?
1) *hunting* 2) *heavy work around village* 3) *clearing fields for planting*
4) *built mounds & houses*
17. What is an artifact?
Anything made or altered by humans
18. What is a feature?
Evidence of human activity, visible in the ground, such as garbage pits, post-holes, or wall trenches
19. What is a site?
Any place that shows signs of past human activity. For example: where people have lived
20. What is the goal of archaeology?
To understand past cultures

Cemetery Exhibit Building

Hint: Questions 1 - 3 are located on exhibit panels to the right of the doorway; Questions 4 - 10 can be found on exhibit panels to the left

1. Does Wickliffe Mounds State Historic Site display human remains? Yes or No
Why or Why not?
2. What is Public Law 101-601 (1990)?
3. What is the biggest threat to burials and other sites?
4. What is the purpose of a funeral?
5. What State did the Chickasaw live?
6. How did the Powhatan bury their dead?
7. Describe the burial practice of ONE of the following: Natchez, Choctaw, or Chickasaw:
8. Wickliffe Mounds burials are divided into three main classes:
 - 1)
 - 2)
 - 3)
9. How tall was the average Mississippian?
Man:
Woman:
10. What was the average life span of a Mississippian?
Man:
Woman:



Cemetery (Answers)

1. Does the Wickliffe Mounds State Historic Site display human remains? **NO**
Why or Why not?
This is to reflect modern sentiments about respect for graves and to protect them from deterioration
2. What is Public Law 101-601 (1990)?
Native American Graves Protection and Repatriation Act
3. What is the biggest threat to burials and other sites?
The biggest threat to burials and other sites is looting and vandalism
4. What is the purpose of a funeral?
The purpose of a funeral is to express mourning and respect for the dead.
5. What State did the Chickasaw live?
Mississippi
6. How did the Powhatan bury their dead?
The Powhatan wrapped their dead in hides or mats and buried them with some of their belongings.
7. Describe the burial practice of ONE of the following: Natchez, Choctaw, or Chickasaw:
Natchez: The chiefs were dressed in their best clothes and his body lay in state before being carried in procession to the temple. The body was buried there along with artifacts and people who volunteered to die so they could accompany his spirit. After a few months, the bones would be dug up and put in special baskets stored in the temple. The commoners were placed on scaffolds until the bones dried, then the bones were stored in baskets.
Choctaws: The Choctaws placed bodies on scaffolds and stored bones in mortuary houses. There were special houses for the chief. When buildings were full, all bones were carried outside the village where a mound was built over them.
Chickasaws: Chickasaw people who died far from home were placed on a scaffold so bones could be returned for burial in their own village. People who died at home were dressed in their best clothes and buried with favorite possessions.
8. Wickliffe Mounds burials are divided into three main classes:
 - 1) *infants*
 - 2) *older children & adults*
 - 3) *elite (chiefs)*
9. How tall was the average Mississippian?
Man: 5'6"
Woman: 5'3"
10. What was the average life span of a Mississippian?
Man: 42
Woman: 35

Architecture Exhibit Building

Hint: Questions 1 - 7 can be found on the exhibit panel by the reconstructed Mississippian wall and roof.

1. What is wattle?
2. What is daub?
3. How were the roofs made?
4. What was used to white wash the houses?
5. How many doors in the average home?
6. How many windows in the average home?
7. How can an archaeologist tell where a wall trench was?
8. What were the three different main categories of Mississippian architecture?
 - 1)
 - 2)
 - 3)
9. Why do archaeologists excavate mounds?
10. Couches were made of _____.
11. Cushions were made of _____.
12. _____ and _____ were used to grind corn.



Architecture (Answers)

1. What is wattle?

Wattle is woven canes, vines, or split twigs between the upright posts to make a large basket like arrangement.

2. What is daub?

Daub is a mixture of clay and straw.

3. How were the roofs made?

The roofs were thatched. Thatch is tight bundles of reed or grass that were tied to the rafters.

4. What was used to white wash the houses?

Decayed oyster shells, coarse-chalk, or white marley clay.

5. How many doors in the average home?

ONE

6. How many windows in the average home?

NONE

7. How can an archaeologist tell where a wall trench was?

Archaeologists can trace trenches by color and texture differences in the dirt where the trench was refilled.

8. What were the three different main categories of Mississippian architecture?

- 1) *mounds*
- 2) *houses*
- 3) *stockades*

9. Why do archaeologists excavate mounds?

Archaeologists excavate to trace the different layers in order to understand the mounds construction.

10. Couches were made of Reeds.

11. Cushions were made of Rolled Mats.

12. Mortars and Pestles were used to grind corn.

WICKLIFFE MOUNDS STATE HISTORIC SITE
FOREST RESOURCES DISCUSSION SHEET

AS YOU TOUR THE MUSEUM, LOOK FOR EVIDENCE OF THE FOLLOWING:

Food – Clothing – Medicines – Transportation – Weapons – Shelter – Fire – Shade- Containers – Hunting

How did the Mississippian Indians use their forest environment for survival?

You need 3 things for survival in the wilderness: water, fire, and food. A thousand years ago the people who lived at Wickliffe Mounds found everything they needed for survival in their natural environment. Why do think they chose to have a village at this location? This site is located on a natural high bluff overlooking the Mississippi River. The river would have given them plenty of fresh water, but what other resources for survival would have been derived from their forest environment?

Food was necessary for survival. Trees produce an abundance of nuts. Can you name some nuts that were gathered by Native Americans?

Clothing was made by several methods and sources. The inner bark of two trees, Mulberry and Cedar were processed to produce fabric. Can you find evidence of fabric on some of the pottery on exhibit?

Medicines were derived from many sources. Weeping Willow has some of the same properties as aspirin and sassafras roots when steeped in hot water provides a soothing tea. Did you find the sassafras on the touch table?

Transportation was either by overland travel or by water in dugout canoes. Bald cypress trees were favored for canoes because they grew so tall and had a large circumference. Can you find evidence of long distance travel in the exhibits?

Weapons were fashioned from several different types of trees. The Eastern Longbow on display is made of what type of wood?

Shelters were made for storage as well as for homes. Red Cedar and Black Locust trees were favored types of wood for buildings. The density of the wood and natural saps had long lasting properties that deterred rot and insects. How do we know that the Mississippians had houses at Wickliffe Mounds?

Firewood was burned for cooking and to provide warmth from the cold. What evidence of fire did the Mississippians leave behind?

Shade is a natural byproduct of trees during the summer months. Why do think shade would be important to the villagers at Wickliffe Mounds a thousand years ago?

Containers were used a thousand years ago like we use containers today. Some were used to store things away and some were used for carrying things. Some trees such as Ash and White Oak produce wood that is easy to split and make excellent baskets. Can you find any evidence of basket use at Wickliffe Mounds?

Hunting animals was necessary for survival a thousand years ago. The forest was a natural habitat for many animals. What animals do you think the Mississippians hunted? What evidence did they leave behind?

Archaeology Question: How do we know what kinds of trees the Mississippians used at Wickliffe Mounds? Through the archaeological excavations, scientists have discovered charred pieces of wood and nuts. Can you find the types of wood found? Hint: List from exhibit case in Lifeways building.

ANSWER SHEET

Food – Pecans, Hickory Nuts, Black Walnuts, Chestnuts, Beechnuts, Acorns, are varieties of nuts that would have been found in the forest environment at Wickliffe Mounds a thousand years ago.

Clothing – Take a closer look on some of the broken pieces of pottery scattered in the bottom of the *Studying Mississippian Pottery* exhibit case.

Medicines – There are several pieces of sassafras on the touch table. The sassafras roots have a very distinct smell. If you have ever drank a root beer soda or eaten root beer candy the flavor is derived from sassafras.

Transportation – Yes, there is evidence of long distance travel. In the *Trade in Stone* exhibit case we have mica from the Carolina's. A couple of other items on exhibit are copper from the Lake Michigan area and shells and shark's teeth from the Gulf Coast.

Weapons – There are two Eastern Longbows on display. One is made of Osage Orange and the other is made of Hickory.

Shelters – In the Architecture Building there is charred roof thatching and daub in the exhibit case. Daub is a mixture of mud and clay that was plastered on the walls of houses. Posthole patterns appear in the soil when wood decays naturally it leaves a stain. Archaeologists refer to these particular stains as *features*. When a posthole feature is removed from the surrounding soil, a pattern appears. Evidence of the first building constructed on the Architecture Building location is the posthole pattern in the dirt. There are many posthole patterns located in the Lifeways Building. Some of these patterns appear to overlap one another. Often times a building would become dilapidated or destroyed by fire and a new house built in the same location.

Firewood – Several hearth features are on display in the Lifeways Building. Hearths were used as cooking areas and for heating homes.

Shade – Trees provide shady areas that are much cooler than open areas without trees. A shady area would be a nice place to be on a hot summer day.

Containers – Some of the charred material on display in the Lifeways Building was a basket.

Hunting – The Mississippian Indians were good hunters. We know this by the many animal bones that have been excavated by archaeologists at Wickliffe Mounds. Some of those animals include deer, rabbit, squirrel, raccoon, frogs, fish, and turkey.

Archaeology Question: In the Farming and Gathering case in the Lifeways building, the list includes—hickory, ash, elm, Kentucky Coffee Tree, oaks, willow, birch, cane, pecan, red cedar, maple.



Books and Resources for Native Americans and Archaeology Elementary through High School level

Internet Resource: Kentucky Heritage Council
<http://www.state.ky.us/agencies/khc/resources.htm>

Books:

The Timucua Indians: A Native American Detective Story by Kelley Weitzel (2000)
University Press of Florida. Fun and Fact-Filled account of life and culture for these Florida Indians at the time of contact. Written in classroom study format.

The Archaeology of North America by Dean Snow (1989) Chelsea House Publishers.
Introductory, Junior Level book on the science of archaeology.

Prehistoric People of North America by Diana Childress (1996) Chelsea House Publishers.
Native Americans of North American Before European contact.

Archaeology: The Comic by Johannes Loubser (2003) Rowman & Littlefield.
Beginner's text, introduction to archaeology, in comic format.

Death by Theory: A Tale of Mystery and Archaeological Theory by Adrian Praetzelis
(2000) Rowman & Littlefield. Fiction. Archaeology.

When Legends Die by Hal Borland (1984) Bantam. Fiction. Native American.

Cricket Sings: A Novel of Pre-Columbian Cahokia by Kathleen King (1995) Ohio University Press. Historical Fiction. Mississippian Native American. Glimpse of life in prehistoric Mississippian times.

Ikwa of the Mound-Builder Indians by Margaret Searcy (1989) Pelican Publishing Company. Historical Fiction. Mississippian Native American. Glimpse of life in prehistoric Mississippian times.

Cahokia: City of the Sun by Claudia Mink (1992) Cahokia Mounds Museum Society
Introduction to prehistoric North America, Mississippian culture and archaeology.

Kentuckians Before Boone by A. Gwynn Henderson (1992) University Press of Kentucky.
Account of Native American lives in central Kentucky in the 1500's.

The Southeastern Indians by Charles Hudson (1976) University of Tennessee Press.
Best resource book on southeastern Native Americans still in print.

Plays:

Pushing Up the Sky: Seven Native American Plays for Children by Joseph Bruchac.

Where the Pavement Ends: Five Native American Plays (American Indian Literature and Critical Studies Series, V. 37) by William Yellow Robe.

KENTUCKY CORE CONTENT FOR ASSESSMENT

Relevant to Wickliffe Mounds State Historic Site

Social Studies - Fourth Grade

SS-04-2.1.1 Students will identify early cultures (Native American, Appalachian, pioneers) in Kentucky and explain their similarities and differences.

SS-04-3.4.1 Students will describe production, distribution and consumption of goods and services in regions of Kentucky and the U.S.

SS-04-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) in regions of Kentucky and the United States.

SS-04-4.2.1 Students will compare regions in Kentucky and the United States by their human characteristics (e.g., language, settlement patterns, beliefs) and physical characteristics (e.g., climate, landforms, bodies of water).

SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Kentucky and explain its impact on their environment.

SS-04-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to describe significant events in the history of Kentucky and interpret different perspectives.

SS-04-5.2.2 Students will identify and compare the cultures of diverse groups and explain why people explored and settled in Kentucky.

Social Studies Fifth Grade

SS-05-2.1.1 Students will identify early cultures (e.g., English, Spanish, French, West African) in the United States and analyze their similarities and differences. DOK 2

SS-05-3.4.1 Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).

SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States.

SS-05-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.

SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.

Social Studies Seventh Grade

SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.

SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

Arts and Humanities – Fourth Grade

AH-04-1.4.2 Students will identify or describe how an artist uses various media and processes.

Media (plural) / medium (singular): (used to produce artworks)

Two-dimensional - crayon, pencil, paint, fabric, yarn, paper

Three-dimensional - clay, papier-mâché

Art processes:

Two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping), collage

Three-dimensional - pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)

Subject matter: (e.g., landscape, portrait, still life)

AH-04-2.1.1 Students will identify how music has been a part of cultures and periods throughout history. Cultures: Native American -- Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes.

Periods: Native American includes period in North America before European settlement.

AH-04-2.4.1 Students will identify how visual art has been a part of cultures and time periods throughout history. Cultures: Native American -- Similarities and differences in the use of art (e.g., purposes for creating art, folk art) and elements of art and principles of design among cultures (e.g., how line, color, pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber) Periods: Native American includes period in North America before European settlement.

AH-04-3.4.1 Students will identify how art fulfills a variety of purposes.

Purposes of art: (different roles of art)

Ceremonial - ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks)

Artistic expression - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)

Narrative - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)

Functional - artistic objects used in everyday life (e.g., pottery, quilts, baskets.)

Tips for Teachers – Here are sample activities for students using resources at Wickliffe Mounds

Arts and Humanities - Reading

Simple things to do to encourage reading at Wickliffe Mounds include

(READING THE MOUNDS):

- On a tour of Wickliffe Mounds, there are over 20 reading stations at the site. Each exhibit has reading panels, texts and notes. 4 Mounds of text. And a tour guide booklet.
- Students should be encouraged to read previsit information about Mississippian culture and archaeology.
- Go over book list and choose a book for students to read about this subject.
- Build Vocabulary--there are many words and terms to study before and after visiting the site.
- Participate in the tour--each student given hand-out in number order--instructed to read it to whole class when prompted by tour guide or teacher.
- Mississippian Spelling Bee.
- Research an archaeological site of their own choosing and write a report.
- Fill-in-the-blank worksheet to encourage reading the exhibit text--a scavenger hunt for knowledge.
- Write a report of their tour, answering specific questions.
- Assign students a writing exercise: they are reporters doing a tourism feature of their visit to Wickliffe Mounds and must write a newspaper article
- Make connections between the book they choose to read or the site they choose to research with the Wickliffe Mounds site and with our own culture today.

Arts and Humanities – Art and Theatre

- There are dozens of examples of Mississippian art on exhibit in various media forms. Study the art style, find out why and how they made it, what is its' meaning, and try to recreate it.
- Theatre and Plays--Read and study Native American plays, put on your own skit or play. Create the set, clothing designs, write your own play about what happened at the Wickliffe Mounds site in the 1300's. What was life like then?
- Graphics: Create and Design a sample brochure or flyer of the Wickliffe Mounds site and museum. This can be displayed in the museum.
- Students can design a display at Wickliffe Mounds, with the help of the park manager.

A general guided tour of Wickliffe Mounds **incorporates the following KERA Learning Goals**

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.2 Students make sense of the variety of materials they read.

Signs and Text Panels describe various aspects of the exhibits and students will have an opportunity to read them on their own.

1.3 Students make sense of the various things they observe.

The tour includes observation of the features, exhibits, artifacts and environmental landscape.

1.4 Students make sense of the various messages to which they listen.

The tour guide interprets the site to the students, who must pay attention to understand the terms, concepts and ideas.

1.13 Students make sense of ideas and communicate ideas with the visual arts.

As a postvisit activity or as an activity on-site at the museum, the students will create a drawing of an artifact or feature they saw while on the tour and describe it's function or context to the class.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

As a previsit or postvisit activity, students will access the Kentucky State Park - Wickliffe Mounds webpage and Mississippian culture websites and gather topic specific information and communicate it to the tour guide and/or to the class.

2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Science

2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

Organic materials decompose in the soil and become features at archaeological sites. Example: post holes

Mathematics

2.7 Students understand number concepts and use numbers appropriately and accurately.

Adding and subtracting dates the site was occupied and abandoned.

2.8 Students understand various mathematical procedures and use them appropriately and accurately.

Learn the grid system used at the site and the procedures for square and level depths for excavation.

2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.

Learn the concepts of relative dating and the law of superposition using stratigraphy on display.

2.10 Students understand measurement concepts and use measurements appropriately and accurately.

Learn the coordinate system used now by archaeologists (metric system) and the system used by archaeologists in the 1930's (feet and inches). Measuring artifacts in lab analysis.

2.11 Students understand mathematical change concepts and use them appropriately and accurately. See (2.10).

Social Studies

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Students can compare and contrast the similarities and differences between US Democracy and Mississippian chiefdoms.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

The tour outlines the social groupings within Mississippian societies.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

The Mississippians at the Wickliffe site lived near the river to use it's resources and travel, near bottomland to raise their crops, and near woodlands to hunt and gather.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

The rise and decline of this Mississippian site will help students understand the concept of historical events.



Arts and Humanities

2.22 Students create works of art and make presentations to convey a point of view.

A wonderful post visit activity for students--create a piece of Mississippian art and describe what it means to that culture.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

There are several pieces of Mississippian artwork on display.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

The tour guide can explain the art in the context of Mississippian culture.

2.26 Through the arts and humanities, student recognizes that although people are different, they share some common experiences and attitudes.

The more things change, the more they stay the same--Mississippians of yesterday shared many of the same conditions that we do today.

2.27 Students recognize and understand the similarities and differences among languages.

The tour guide will explain why we don't know what language Mississippians spoke, but explain something of the many languages of the Southeastern Native Americans at the time of European contact.

3. Students shall develop their abilities to become self-sufficient individuals.

3.5 Students demonstrate self-control and self discipline.

Following the museum rules while on site.

3.6 Students demonstrate the ability to make decisions based on ethical values.

Showing respect and courtesy while on the tour, especially at the cemetery exhibit.

4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view.

This is a Native American archaeological site with a cemetery. Native Americans view this site as sacred because of the burial mound.

4.6 Students demonstrate an open mind to alternative perspectives.

Native people may have alternative ideas about archaeological sites and rituals/ceremonies.

5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

5.3 Students organize information to develop or change their understanding of a concept.

5.4 Students use a decision-making process to make informed decisions among options. *There can be ethical dilemmas concerning the scientific excavations of Native American burial sites, and the Native American viewpoint. Laws are enacted to protect sites, but ethical dilemmas exist between the protection of sites, and vandals/looters/collectors who destroy sites.*

6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students connect knowledge and experiences from different subject areas.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Students will use what they learn in previsit activities to integrate their knowledge of the site while on tour. They will connect what they already know about Native Americans with what they are learning on the tour. Students will become more aware of cultural diversity and learn about the prehistoric cultures of west Kentucky. They will also understand that many fields of discipline are used to study, interpret and preserve archaeological sites.

Introduction To A Tour- Of Wickliffe Mounds

In Spanish / En Espanole

¡Bienvenidos a Wickliffe Mounds! Voy a dar el tour en inglés. Sin embargo, quiero que todos comprendan lo que digo. Por eso, si ustedes no me entienden, pregunten me. No hablo mucho español, pero tengo una lista del vocabulario más importante que traducir.

Ustedes están en el sitio de un pueblo prehistórico de la cultura Misisipiana. Hay tres cosas acerca de la vida Misisipiana que son más importantes para recordar.

Primero: Tenían la cerámica con fragmentos de concha

Segundo: túmulos con plataformas

Tercero: la agricultura maíz

Vamos. Hay servicios aquí y también a la izquierda de la puerta de atrás. Por favor, es prohibido fumar en el sitio y tocar las exhibiciones. ¡Gracias!

Lifeways: El Modo de Vivir de Los Misisipianos

mound	túmulo
Indians	indígenas
subsoil	subsuelo
midden	yacimiento arqueológico de donde viven las personas, si no se limpia la sala por cien años
artifact	artefacto
feature	rasgo
garbage pit	basurero
bones	huesos
pottery	cerámica
shell	concha
deer	ciervo
turkey	pavo
fish	pescado
pedestal	pedestal or mesa
method of archaeology	Método de arqueología
to dig	cavar
Markers with IB & #	Señales con I & B
Infant burials	entierros infantiles
We do not show human remains	No mostramos restos humanos.
to find	descubrir
Many babies died from disease.	Muchos de los niños murieron de enfermedades.
corn grinders	molinillos
seeds	semillas
string	hilo
square	cuadrado
map	el mapa
central place	el centro
datum point	punto de dato
metric system	sistema métrico
postholes	hoyos de poste
dirt	tierra
circle	círculo
shape	forma
rectangular	rectangular
wattle and daub	valla de adobe y cañas
walls	peredes
floors	suelos
paintings	cuadros
layers	estratos--como un pastel de cumpleaños
law of superpositions	superposición
The oldest layers are on the bottom.	Los estratos más viejos están al fondo.
exhibit cases	cajas de exhibición
bird bowl	tazón con pájaro
trade	economía
ceremonial	ceremonial
Trade between Mississippian villages	Comercio entre los pueblos Misisipianos

flint knapping: to make tools from rocks	hacer herramientas de piedra
pottery: to make bowls from clay	hacer tazones de arcilla
Archaeologists use the bowls and tools to date the site.	Arqueólogos usan tazones y herramientas para fechar al sitio.

Ceremonial Mound: Túmulo Ceremonial

The largest mound on the site.	El túmulo más grande del sitio.
Mississippi River	Río Misisipi
Ohio River	Río Ohio
Confluence	Confluencia
The river was important to the Indians for water, fish, food, and travel.	
	El río tenía importancia para los indígenas por el agua, la pesca, los alimentos y el viaje.
This was a good place to live.	Era un buen lugar en que vivir.
There are sites like this every 5—10 miles.	Hay sitios como éste a cada cinco o diez millas.
Are there any questions?	Hay pregunta?

Architecture: Arquitectura

mound	túmulo de suciedad
important building	edificio importante
build = construir	stages = etapas
layers	capas, estratos
gray	gris
brown	café
post holes	hoyos de poste
house of the chief	casa del caisique
big house	casona
Artifacts are not always the most important. Features are also very important.	
	Artefactos no son siempre más importante. Rasgos son muy importante también.
They had a ranked society.	Tenían una sociedad de diversos grados.
How much labor	¿Cuánto trabajo?

Cemetery: Cementerio

These are not real bones, they are plastic. Estos no son restos humanos, son de plásticos.

Disrespectful	irrespetuoso
Ancestors	antepasados

The stick with red and white ribbons is a prayer stick. El palo con cintas rojas y blancas es un "palo de oración".

The prayer stick 1) blesses the ancestors
2) shows cooperation between our museum and Native Americans

El palo de oración 1) bendice a los antepasados
2) Representa la cooperación entre nuestro museo y los indígenas americanos.

There are three types of burials here. 1) extended 2) bundled 3) cremated

Hay aquí, tres tipos de entierro. 1) extendido = boca arriba (mouth up) 2) atado = huesos agrupados (group of bones) 3) incineración = incineración de cadáveres

From bones we can learn many things like... De los huesos podemos aprender muchos como...

1) age at death	edad al morir
2) diet	dieta
3) health	salud
4) if there was war	si hubiera guerra

There was not a lot of violence here. No había mucha violencia aquí.

The people were peaceful farmers. Eran agricultores pacíficos.